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TITLE Coffee County Alabama's Approach to a Comprehensive Placement Program--Grades One Through College. Final Report.

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NOTE 69p.; Page 64 (a personal letter concerning a student) and page 69 (a completed student evaluation sheet) were removed. They are not included in the pagination; Some of the letters in the latter part of the document will not reproduce well in microfiche due to faded, broken type

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DESCRIPTORS *Career Education; Comprehensive Programs; Dropout Programs; Elementary Secondary Education; *Job Placement; Occupational Guidance; Placement; *Program Descriptions; *Student Employment; Teacher Response; *Vocational Counseling

IDENTIFIERS Alabama (Coffee County)

ABSTRACT

The purpose of the Coffee County (Alabama) project was to implement an integrated program of occupational information, guidance, and training extending from the elementary school through the post high school level. Implementation strategy included the following activities: (1) appointment of project personnel, including a full-time placement coordinator; (2) implementation of career education and occupational guidance in the six participating schools through teacher inservice and information dissemination; (3) establishment or revision of school advisory committees to assist in data collection, student screening, and other areas; (4) special emphasis on involvement of potential dropouts in work-study programs; and (5) identification of the community and area resources capable of providing employment opportunities. Results of the program included the placement of 19 unemployed adults, and college placement of 18 persons by assisting them to secure financial aid. Accomplishments indicate that the program is workable; the greatest need is community awareness to stimulate the hiring of students for paying jobs. Appendixes (49 pages) include: an information sheet for school personnel explaining the program, pertinent forms for data collection, an annotated bibliography on career guidance, and letters to the placement coordinator from teachers commenting on the impact of the program. (RG)

ED124789

FINAL REPORT

Project Number RCU-D-75-S008

Coffee County Alabama's
Approach to A Comprehensive Placement Program-Grades One Through College

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was conducted pursuant to a grant with the Alabama State Department of Education, Division of Vocational Education and Community Colleges. Contractors undertaking such projects under State Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Department of Education position or policy.

J. H. Baker, Superintendent
Coffee County Board of Education
Post Office Drawer D
Elba, Alabama 36323

October 1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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ACKNOWLEDGEMENT

I am deeply grateful to Mr. J. H. Baker, Superintendent of Education, for sharing the benefits of his wide experience and his most excellent suggestions. I am also grateful to Mr. John W. Vaughan for his assistance in every aspect in developing the project and his assistance in coordinating the efforts of the counselors, the coordinator and other related personnel in their efforts to make the program as successful as possible.

We are also grateful to Dr. Patterson and Dr. Roth of the State Department of Education and their office personnel for their excellent suggestions and guidance in the implementation of the project. To each of the personnel of the central office, principals, teachers, community workers, students of the six schools included in this investigation, we are also grateful. Appreciation is expressed to the schools, communities, industries, and other agencies.

ABSTRACT

This project provided intensified training for potential drop-outs, drop-outs, and college students who had no saleable skill.

PROBLEM

How can secondary schools become a preparatory institution for all students, that is to say, teach all students a saleable skill.

The problem of this investigation is to determine how the curriculum can be related to the real life goals of the students to motivate them to choose the direction they will take after high school or upon leaving school.

SCOPE

The scope of this investigation covers six schools in the Coffee County School System. Its approach is aimed at the development of skills and understanding which relate to families of occupations.

OBJECTIVES PURSUED

The central objective of this project was to implement an integrated program of occupational information, guidance and training extending from the elementary school through post-high school level.

METHOD USED

Developed instruments, house calls, attended workshops, held in-service training for a selected group of teachers, conference with social workers, attended staff meetings with the Superintendent of Education, assisted students in getting financial aid for college. Held conferences with teachers, students, principals, parents and also personnel directors qualified to administer and evaluate the G.A.B.T. Test. Made extensive use of the telephone and news media.

RESULTS

Placed on work experience jobs, two hundred and sixty students. These are paying and non-paying positions.

HIGHLIGHTS OF THE FINDINGS

Personnnel directors are interested in productivity, loyalty, initiative, competitiveness, responsibility and leadership from the lower tier.

People need to be taught the skills of obtaining jobs, proper dress for jobs, as well as developing a saleable skill.

The implications are that most people have an interest in productivity and process initiative when they are led to believe in themselves.

We recommend further study and a continuous implementation of the finding of this study.

I. INTRODUCTION

Coffee County is located in the extreme southeastern part of Alabama and is one of seven member counties of the Southeast Alabama. This area also includes the counties of Barbour, Dale, Covington, Geneva, Henry and Houston. Coffee County is roughly rectangular in shape with an area of 677 square miles or 433,280 acres.

The incorporated municipalities in the county are Enterprise, Elba, New Brockton and Kinston. Coffee County is also divided into 22 voting districts (beats) or census county subdivisions. Coffee County has an excellent network of paved federal, state and county highways and a well maintained system of "feeder" roads. goods and services that are not available within the county may be obtained from larger nearby centers, such as Dothan, Montgomery and Columbus, Georgia.

Population by sex in Coffee County in 1970:

Non-minority			Minority	
Male	16,977	(48.7)	2,807	(46.4)
Female	17,895	(51.3)	3,248	(53.6)
Total	34,872		6,055	

Source: U.S. Bureau of the Census, 1960-70 Censuses of population.

POPULATION

	1960		1970	
	Urban	Rural	Urban	Rural
Elba	4,311 (14.1)		4,634 (13.3)	
Enterprise	11,410 (37.3)		15,591 (44.7)	
New Brockton		1,584 (5.2)		1,374 (3.9)
Kinston		470 (1.5)		540 (1.6)
Other Rural		12,798 (41.9)		12,733 (36.)
Total	15,732 (51.4)	14,852 (48.6)	20,225 (58.0)	14,647 (42.0)

Figures in parentheses are percent of total population
Source: U.S. Bureau of the Census, 1960-70

The Coffee County School System functions as a rural system as indicated in Table I listed under population.

Teachers:	Non-minority	- 89	
	Minority	- 27	
	Total	116	
Students:		Non-minority	Minority
	Senior High School	375	65
	Junior High School	575	101
	Elementary	1,037	235
	Total	1,987	401

Approximately 23.88% of the students that enter our school system choose to leave or enter another system prior to graduation.

See Table I under Population for names and size of cities and towns in or near the area served by the Coffee County School System. This project

was designed to serve all students in the Coffee County School System and others such as drop-outs, adults and college students. The major objective was to place people on jobs which would be compatible to their interest.

Total amount of funds budgeted to project:

	1973-74	1974-75
State -	\$14,704.80	\$15,000.00
Local -	15,056.49	20,168.00

II OBJECTIVES

1. A program of occupational information will be implemented, through the use of guidance, career-education and information services extended from the elementary through the secondary school level.
2. It is recognized that the processes of occupational choice and vocational maturity extend from early childhood into adulthood. This program will impart knowledge of the world of work, of various occupational choices, of educational and/or physical requirements of certain fields of work and of institutions which provide training to enter specific jobs or fields of work. Knowledge in those areas mentioned will be measured by an increase of a 10% positive change score on a pre to post test basis on a staff developed instrument.
3. Students will be more familiar with various occupations, informational services and course requirements for general occupational selections as measured by a 10% positive change score on a staff devised instrument on a pre and a post basis in September and May, respectively.
4. This occupational orientation and information will be incorporated into regular classroom activities at the elementary school level. At the jr. high school and secondary school level, students will be moved from broadly based exploratory levels to more specific guidance orientated activities such as individual counseling, group counseling, testing services and information services will better enable the individual student to make intelligent occupational and course selections, as measured by a 10% positive change score on teacher made test.

5. There will be special interest placed on potential drop-out students through the use of the work-study program to meet the atypical needs of certain students whose needs are not being met elsewhere in the school system. This will enable the school system to substantially reduce the drop-out rate by minimum of 10 percent.

III PROJECT PERSONNEL

Project Director:

Name : John W. Vaughan
Present Position : Assistant Superintendent of Education
Degrees : B.S. - M. Ed.
Duties: Continuing Administrative
time to be committed to this
project: 25%

Experience: classroom teacher, guidance counselor, principal and
assistant superintendent of education in charge of
pupil personnel services.

Project Coordinator:

Name: Virgil Coleman
Degrees: B.S. - M. Ed.
Duties: Full time to be committed to this project.

Experience: has 23 years of experience at the junior high and senior high
levels as principal, 2 years as placement coordinator, 25 years
as a businessman.

The Project Coordinator will be responsible for the operation of the project
in cooperation with all principals and the Project Director. He will assist the
Director in the selection and orientation of all personnel involved. He will
direct the assimilation of information and the lists of materials, supplies
and equipment needed to carry on the program. He will generally supervise all
activities and be directly responsible to the Project Director for all necessary
reports and any accounting procedures which may be required. This person will be
responsible for developing presentations and keeping the local board and other

groups informed about the project. Material development will be one of the major responsibilities.

JOB DESCRIPTION

Project Director (Assistant Superintendent of Education)

The project director will devote 25% of his time to making the project as effective as possible. His job will be to assist in coordinating the efforts of the counselors, the coordinator and other related personnel in their efforts to make the program as successful as possible.

Counselors

These people will assist in the screening and location of potential drop-outs. They will also assist in the placement of these persons and give personal counseling to all students in the program. Records of assimilated data will also be kept by the counselor for future reference.

Secretary

The secretary within the Central Office, will be responsible for the making and keeping of payroll records and all bookkeeping and accounting procedures.

Superintendent of Education

The Superintendent of Education will conduct conferences with teachers, students, the placement coordinator, counselors and P.T.A. and civic organizations to determine its progress and effectiveness

Participating Schools:	Name	Grade
	Goodman	1-9
	Kinston	1-12
	New Brockton	1-12
	New Hope	1-9
	Mt. Pleasant	1-9
	Zion Chapel	1-12

Total number of participating teachers is 116 and total number of participating students is 2,388.

IV PROCEDURES

1. Held a workshop with a selective group of teachers in the Coffee County School System and explained the objectives of the Comprehensive Placement Program. From this one day workshop knowledge was obtained to help us implement the program.
2. Handouts were given to all teachers of the system and PTA presidents. These handouts contained objectives and procedures in implementing the program.
3. All instruments to determine employability, potential drop-outs and resource people were given to each teacher and administrator.
4. We have updated and revised our advisory committee in each school where it was necessary. Advisory committee functions were:
 - a. Advise and update instruments to determine capability and availability of resource people who visit the schools and explain their jobs upon invitation of a teacher.
 - b. Screen and update availability and employability industry and agencies of the community.
 - c. Make recommendations to the Placement Coordinator.
 - d. Assisted in creating an awareness of the careers that are not generally observed in our communities.
 - e. Assisted in screening students for the work-study program.

- f. Assist in encouraging participation in the program from all sectors of the community, faculty, parents, students, etc.
 - g. Assist in evaluation of the program.
5. The library served as a resource center of each school. Records were kept by the librarian: filmstrips, books, pamphlets, magazines, records of resource people and equipment dealing with career education.
 6. The coordinator served as a consultant of all schools. His office was located in the Central Office. All records and instruments were at his disposal for distribution of each school.
 7. The coordinator made house calls when needed to assist students and adults, visit personnel directors, financial aid directors of academic and vocational institutions of post high school level.
 8. Contact was made by letter, telephone and personal visits as a job hunting method and placement.
 9. The coordinator used every method at his disposal to involve the State Employment Offices and all agencies in a cooperative manner in our placement program.

V ACCOMPLISHMENTS

SCHOOL	Students Placed	Paying Position	Non-paying position
New Hope	8	4	4
Mt. Pleasant	8	4	4
Goodman	18	5	13
Zion Chapel	120	14	106
Kinston	32	21	11
New Brockton	81	26	55
Total	267	74	193

Children working for money or with pay were classified as potential drop-outs.

Non-paying students are the ones we sought to teach job skills. Job skills were also taught to potential drop-outs.

Coffee County School System Graduates:	40% enter into post-secondary training
	49% gainfully employed
	56% received financial aid entering post secondary training
	16% married
	6% unknown

Placed three parolees on jobs.

Placed one deaf and mute in the school at Talladega for such students

Place eighteen persons in college that had no intention of going. This was done by assisting them in getting financial aid.

Placed nineteen adults on jobs. These people were unemployed.

Coordinator was qualified to give and evaluate the G.A.B.T. test.

VI PROBLEMS ENCOUNTERED

Not enough jobs for needy students especially part-time jobs with pay.

VII THE FUTURE

We have data indicating that the completed proposal for the Coffee County School System is a workable one that will serve all systems of this size, but we do recommend that a continuous study be made.

We are of the opinion that more attention should be given to the social and physically handicapped. Also, the communities need to be made aware of the needs of the program, thus stimulating them to hire a student on part-time and/or full-time basis.

APPENDIX

COFFEE COUNTY'S APPROACH TO A COMPREHENSIVE PLACEMENT PROGRAM
GRADE ONE THROUGH COLLEGE

Virgil Coleman

- Placement Coordinator

J. H. Baker, Superintendent of Education

Information for teachers and principals concerning Coffee County's Comprehensive Placement Program

Placing a new emphasis and/or a new look on a comprehensive placement program will go a long way to solving the problems of a majority of students attending schools today. Friendship, life style, community service, voting habits, citizenship, leisure time and family life are all virtually affected by "job consciousness". It can and should pervade teaching and learning and should seek to remove the distinction between vocational and academic subjects.

Persons are going to enter the labor force and produce goods and services needed by society whether or not the public education establishment concerns itself with the task. Learning on-the-job, employer training programs, military training programs operated by other agencies of government, these and other ways of entering employment will continue to contribute their share to the total effort. In public schools there should be an approach aimed at the development of skills and understanding which relate to families of occupations. Selected occupations should be clustered in logical groups in which the occupations are related because they have similar teachable skill and knowledge requirements. This structure not only will have a motivational effect but will prepare students for entry into a broad family of occupations rather than only specific occupation.

There is ample evidence to indicate that students are vitally interested in their job/career development at early ages and this interest continues as they mature. Evidence also indicates that traditional curriculums do not emphasize applications of a comprehensive placement program. Students receive more career information from sources outside than inside the school system.

Recent consensus seem to support the premise that work has potential for meeting more than just economic needs. Among other things, it also provides for social interaction, personal dignity, self-identity and an entrance into adulthood. Traditional curriculums have not assisted individuals to perceive work as having personal relevance, as being critical to one's own life style, or as being a means that contributes to self-fulfillment.

Many youths have a limited awareness of the career choices that may be open to them. This seems especially true to those who have been reared in so-called disadvantaged environments. Social class restrictions, as well as traditional curriculums, have tended to limit opportunities for/or as a result of a comprehensive placement program.

The comprehensive placement development curriculum proposed in this project is designed to alleviate some of the problems mentioned.

OBJECTIVES:

1. A program of occupational information will be implemented, through the use of guidance, career-education and information services extended from the elementary through the secondary school level.
2. It is recognized that the processes of occupational choice and vocational maturity extend from early childhood into adulthood. This program will impart knowledge of

the world of work, of various occupational choices, of educational and/or physical requirements of certain fields of work and of institutions which provide training to enter specific jobs or fields of work. Knowledge in those areas mentioned will be measured by an increase of a 10% positive change score on a pre to post test basis on a staff developed instrument.

3. Students will be more familiar with various occupations, informational services and course requirements for general occupational selections as measured by a 10% positive change score on a staff devised instrument on a pre and a post basis in September and May, respectively.
4. This occupational orientation and information will be incorporated into regular classroom activities at the elementary school level. At the Jr. high school and secondary school level, students will be moved from broadly based exploratory levels to more specific guidance orientated activities such as individual counseling, group counseling, testing services and information services will better enable the individual student to make intelligent occupational and course selections.
5. There will be special interest placed on potential drop-out students through the use of the work-study program to meet the atypical needs of certain students whose needs are not being met elsewhere in the school system. This will enable the school system to substantially reduce the drop-out rate by minimum of 10 percent.

PROCEDURES

1. The underlying concept of the proposed program is that vocational choice and preparation is a continuing process which spans a long period of time and requires a concerted effort by educators to attain success in a given vocation.

The project coordinator will be administratively accountable to the Superintendent of Education of the Coffee County School System and will work in a consultant capacity with all other school personnel. He will seek not to compete with other agencies, but pool all types of resources with other organizations to best serve the various client population. He will develop workable procedures and receive administrative approval and cooperation, which has been demonstrated by favorable actions, for installing a total comprehensive placement education program in the Coffee County School System. The coordinator will implement the following program:

- a. Identify part-time and full-time employment opportunities
- b. Demonstrate and document a systematic procedure for identifying and contacting prospective employers
- c. Identify the kinds of information needed from businesses and agencies regarding employment prospects for students in various circumstances, such as drop-out, potential drop-outs, handicapped persons, graduates, etc.
- d. Demonstrate the predictive validity of the identification process, making revisions if necessary
- e. Utilize local human resources in each school community, technical and academic colleges
- f. Organize an advisory committee in each school community to make recommendations to the coordinator

- g. Organize a coordinating committee in each school, with a chairman to work with the coordinator.

The latter committees will assist in the following:

1. Assist in identifying and screening resource persons to serve our schools and to encourage usages of resource persons by teachers.
 2. To assist in creating an awareness of the careers that are not generally observed in our communities
 3. Assist in screening students for the work-study program
 4. To assist in encouraging participation in the program from all sectors of the community, faculty, parents, students, etc.
 5. To assist in evaluation of the program.
- h. Purchase expendable items such as workbooks, library books, filmstrips, slides and tapes.
- i. Supply each school committee with names of persons who will come to school to act as resource persons and their occupations
 - j. Supply each school with an instrument to identify the potential drop-out
 - k. Place potential drop-out students on work-study jobs.
 - l. A special interest shall be placed on part-time employment for non-goal oriented students, when that need is not directly met elsewhere
 - m. Demonstrate and document a systematic plan for contacting and accounting for each group of exiting students.
 - n. Outline a suggested plan for making a suitable follow-up system a permanent part of the school system services. A placement handbook will be prepared for each teacher of each school.
2. At the end of the project, the Coffee County School System will have determined the community and area resources capable of providing employment opportunities for school leavers (graduates and drop-outs).

The data and information analysis will be utilized to the advantage of all students in Coffee County Schools. One of our greatest determinations shall be to involve our local state employment office and the two other school systems in the project (Elba and Enterprise City School Systems). Our intention is also to continue to work with our local colleges and college graduates.

NAME OF SCHOOL _____

[illegible]

REPORTED BY	TITLE

COFFEE COUNTY BOARD OF EDUCATION
Virgil Coleman, Placement Coordinator

Please furnish the following information on the person listed below. This information will be held strictly confidential.

Name _____ Date Training Began _____

Training Description _____

Reason for Leaving _____

Would you re-employ applicant? _____

Productivity
Quality of Work
Personality
Initiative
Dependability
Cooperation

Exceptional 90 - 100 A	Good 80 - 89 B	Fair 70 - 79 C	Poor 60 - 90 D

Signature _____

Title _____

Comment:

SENIOR CLASS INTENTIONS

NAME		COLLEGE PREFERENCE	CAREER INTEREST	SUMMER INTEREST
	Average			
	Average			
	Average			
	Average			
	Average			
	Average			
	Average			

CAREER EDUCATION - RESOURCE PERSON DATA SHEET

Teacher _____ School _____

Date _____ Subject _____

Monthly Report - Report from _____ to _____

Results Obtained - check one

	Objective of Activity	Persons Involved	Material Used	Excellent	Good	Fair	Poor	Remarks
Resource Person								
Resource Person								

COFFEE COUNTY BOARD OF EDUCATION

EMPLOYER SURVEY

Date _____

Company Name _____

Address _____ City _____ Zip _____

Contact Person _____ Title _____

Telephone _____ Hours _____

1. Would your company hire high school students?

Part-time Yes () No () Full-time Yes () No ()

2. Would your company hire high school graduates?

Yes () No ()

3. Would your company hire students without a high school diploma?

Part-time Yes () No () Full-time Yes () No ()

4. Would your company be willing to train students?

Individually () Small groups () No ()

5. Types of jobs in your company:

Boys: _____ Girls: _____

6. Age requirements: _____

7. Work hours: _____

8. Wage range: _____ Hourly () Salaried ()

9. Company benefits: _____

10. Opportunity for advancement: Yes () No ()

11. Would your company be willing to hire the handicapped?

Yes () No () Part-time () Full-time ()

12. Comments:

GOODMAN JUNIOR HIGH SCHOOL

**NELSON WHITEHURST, PRINCIPAL
ENTERPRISE, ALABAMA 36330**

September 16, 1975

The committee you ask for is as follows:

Mrs. Nellie English
Mrs. Lillie Everage
Mr. Leon Adkison
Mr. Fred Davis

MT. PLEASANT SCHOOL
Rt. 1
ENTERPRISE, ALABAMA

COFFEE COUNTY BOARD OF EDUCATION
P. O. Drawer D
ELBA, ALABAMA

September 16, 1974

Attention: Mr. Virgil Coleman

Gentlemen:

Listed below are the names of those who will serve on our steering committee for Career Education this year.

Orea Parrish
Billy Jim Goodson
Clyde Greer
Mrs. Knight - Teacher
Mrs. Jackson - Teacher
Clay Howell - Student
Joy LeCompte - Student

Sincerely,

J. E. Foster

J. E. Foster, Principal

JEF/jf

TEACHERS' REPORT OF CHRONIC ABSENTEES

SCHOOL _____

PUPIL'S NAME _____ NUMBER OF DAYS ABSENT _____

AGE _____ GRADE _____

PARENT OR GUARDIAN'S NAME AND ADDRESS _____

Note: A child should be considered chronic after five days of absenteeism unless it is an excused absence.

Teacher

CLASS PERMIT

NAME _____ DATE _____

- A. Absence excused . . . Teachers are asked to make up work missed.
- B. Absence NOT EXCUSED . . . Teachers are not required to make up work.
- C. Tardy () excused () not excused
- D. permitted to leave school at _____ due to following reason:

Student is to return to office at: _____

1X 2X 3X 4X 5X 6X 7X 8X

CLASS PERMIT

NAME _____ DATE _____

- A. Absence excused . . . Teachers are ask to make up work missed.
- B. Absence NOT EXCUSED . . . Teachers are not prquired to make up work.
- C. Tardy () excused () not excused
- D. permitted to leave school at _____ due to following reason:

Student is to return to office at; _____

1X 2X 3X 4X 5X 6X 7X 8X

CLASS PERMIT

NAME _____ DATE _____

- A. Abrence excused . . . Teachers are ask to make up work missed.
- B. Absence NOT EXCUSED . . . Teachers are not required to make up work.
- C. Tardy () excused () not excused
- D. permitted to leave school at _____ due to following reason:

Student is to return to office at; _____

1X 2X 3X 4X 5X 6X 7X 8X

BIBLIOGRAPHY ON CAREER GUIDANCE

Baer, Max F. and Edward C. Roeber. Occupational Information: The Dynamics of Its Nature and Use. 3rd ed. Chicago: Science Research Associates, Inc., 1964.

An introduction to occupational experience in career development is presented. Brief presentations of the world of work, the labor force, and the world of education are included. The major portion of this book includes kinds of available occupational literature, information describing occupations, different sources of occupational information, and uses of such information.

Borow, Henry. Career Guidance for A New Age. Collection of addresses and essays, Houghton, 1973.

Campbell, Robert E. and Louise Vetter. Career Guidance: An Overview of Alternative Approaches. Columbus, Ohio: The Ohio State University Center for Vocational and Technical Education, August, 1971.

This publication provides a reference for practitioners seeking to ascertain alternative delivery systems by which career development may be accomplished. This look at alternative approaches for career guidance is to aid counselors and teachers in the development and diffusion of career guidance systems.

The Center for Vocational and Technical Education. The Systems Approach: An Emerging Behavioral Model for Vocational Guidance. Columbus, Ohio: The Ohio State University, January, 1971.

A summary of a model to provide improved career development services. The model, based on a systems approach, emphasizes student behavioral objectives, gives alternative methods for accomplishing these objectives, provides program evaluation strategies, and is designed to be flexible enough for use in most any type system.

NOTE: A copy was furnished to all librarians for use in the school.

Cobb County Occupational and Career Development Program. Occupational and Educational Avenues. Marietta, Georgia: Cobb County Board of Education, 1971.

A nine-page unit prepared for career guidance group sessions. It contains general objectives, behavioral objectives, concepts, subject-matter content, study activities, and an appendix: "Facts About Jobs."

Cooper, Ann and Emily L. Corcoran. A Position Paper On The Role Of The Middle School Counselor In Career Development. Marietta, Georgia: Cobb County Occupational and Career Development Program, July 26, 1972.

This position paper lists the services a middle school counselor should provide to teachers and to students. It also includes an outline of how to arrange classroom guidance sessions and how to provide opportunities for participation in small group guidance sessions.

Davenport, Lawrence and Reginald Petty. "Counselors, Career Education, and Minorities." Minorities and Career Education. Columbus, Ohio: ECCA Publications, 1973.

Needed changes in patterns of counselor education are discussed in the first part of this chapter. Then attention is concentrated on changes required in counselor performance on the job.

Feingold, Norman and Sol Siverdloff. Occupations and Careers. New York: McGraw-Hill Book Company, 1969.

This publication is designed for courses in occupational orientation and for use as a reference for counselors and students. The first part of the book takes a general approach to the world of work and career planning, while the second half discusses specific occupations by Dictionary of Occupational Titles classifications.

Fforrester, Gertrude. Occupational Literature: An Annotated Bibliography. 1971 ed. New York: The H. W. Wilson Company, 1971.

The main section lists approximately 4,500 pamphlets and 1,500 books alphabetically arranged by occupations, with brief annotations. Other sections of the book include relevant information on such topics as: schools and colleges, foreign study, apprenticeship, legislation and social security, occupations for the handicapped, and professional counseling services.

Gibson, Robert L. Career Development in the Elementary School. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

Career development can not be left to chance, and this book suggests that the elementary school years are the natural ones for developing understandings and attitudes appropriate for later career development and decision making. Chapters included in the book are: (1) Introduction to Career Guidance, (2) The Career Guidance Program, (3) Providing Appropriate Career Guidance Experiences, and (4) Developing the Career Guidance Program.

Ginzberg, Eli. Career Guidance: Who needs it, Who Provides it, Who Can Improve it. McGraw-Hill, 1971. Report of a study by Conservation of Human Resources.

Gysbers, Norman C. Foundations of Career Education. Speech delivered at the Fifth Annual National Leadership Development Seminar for State Directors of Vocational Education. Columbus, Ohio: The Ohio State University Center for Vocational and Technical Education, September 19-22, 1972.

Life career development concepts are explained. Using these concepts as a base, goals and objectives can be identified and career guidance programs can be developed and implemented. Gysbers description of life career development describes the "whole" person.

Gysbers, Norman C. and Earl J. Moore. "Career Guidance: Program Content and Staff Responsibilities." American Vocational Journal. Vol. 47, No. 3, pp. 60-62 (March, 1972).

The steps in establishing a career guidance program are outlined. The main portion of the article is composed of four tables which list: (1) Career Guidance Responsibility Assignment, (2) Direct Career Guidance Program Contacts, (3) Shared Career Guidance Program Contacts, and (4) Indirect Career Guidance Program Contacts.

Hansen, Lorraine Sundal. Career Guidance Practices in School and Community. Published by the National Vocational Guidance Association. Washington: American Personnel and Guidance Association, 1970.

This monograph introduces principles and concepts of career guidance. It also describes practices and programs now in progress in a number of school systems. One of the chapters presents issues,

Herr, Edwin L. and Stanley H. Cramer. Vocational Guidance and Career Development in the Schools: Toward A Systems Approach. Boston: Houghton Mifflin Company, 1972.

This book represents an attempt to develop a position statement about the potential significance of vocational guidance within the educational context, and it surveys the approaches to and elements comprising vocational guidance. The authors analyze vocational guidance as both a stimulus to career development and a treatment of behavioral deficits results from incomplete career development.

Isaacson, Lee E. Career Information in Counseling and Teaching. 2nd. ed. Boston: Allyn and Bacon, Inc., 1971.

Emphasis is placed on the fact that the work of the counselor is more effective when it is supplemented by that of the classroom teacher, the librarian, and other school staff members. The first part of the book considers how a person selects and enters the work position he fills, how his work affects him and his family and their way of life, and how the world of work is presently structured.

Osipow, Samuel H. Theories of Career Development. New York: Appleton-Century-Crofts, 1968.

This book describes and assesses some of the major theories of career choice and related research. Sections cover: Roe's Personality Theory of Career Choice, Holland's Career Typology Theory of Vocational Behavior, Ginzberg's Theory, psychoanalytic conceptions of career choice, and Super's Developmental Self-Concept Theory of Vocational Behavior. Also included is a chapter which gives a comparison of the theories.

Richins, Duane. Possible Changes In The Professional Role Of A Counselor. Speech delivered at the Sixth Annual National Vocational and Technical Teacher Education Seminar. Columbus, Ohio: The Ohio State University Center for Vocational and Technical Education, October 23-26, 1972.

This speech relates the significant changes in the counselor's role in the Mesa Public Schools, Mesa, Arizona created by the implementation of the Comprehensive Career Education Model. It covers such areas as: preventative counseling, partnership, accountability, interpersonal and intrapersonal skills, and the counselor's self image.

Shertzer, Bruce. Teachers' Guide to Group Vocational Guidance. Cambridge, Massachusetts: Bellman Publishing Company, 1971.

This guide suggests group activities relating to the world of work, knowing yourself, and securing a job and progressing in it. Each of the forty-one lessons in the guide includes sections on lesson aims, motivational tips, procedure, summary, assignment, and lesson resources.

Smith, Edward D. "Weaving Guidance into Career Education." American Vocational Journal. Vol. 48, No. 2, pp. 60-63 (February, 1973).

A discussion of management for guidance in career education, the unique aspects of the guidance contribution to career education, integrating guidance concepts into the curriculum, strategies for job placement, preparation models for counselors in career education, and approaches to accountability in career guidance.

Tennyson, W. Wesley. "Career Development: Who's Responsible?" American Vocational Journal. Vol. 46, No. 3, pp. 54-58 (March, 1971).

Vocational educators and counselors must recognize that they both have unique contributions to make to the curriculum and school program. Career development offers a way of bringing meaning to life through the curriculum. It holds much promise for establishing relevancy, for humanizing the school, for bridging vocational and general education, and for promoting self-development.

Tennyson, W. Wesley, Thomas A. Soldahl, and Charlotte Mueller. The Teacher's Role in Career Development. A Minnesota Department of Education publication revised and reprinted by the National Vocational Guidance Association. Washington: American Personnel and Guidance Association, 1971.

The point is made that the guidance program is dependent to a considerable extent on the active participation of classroom teachers. Emphasis is placed on the contribution teachers make in pointing out the relationship of the subject matter they teach to various careers and successful performance in occupations. This publication brings into focus methods and media for relating subject matter to career development.

Worthington, Robert M. Redirecting Guidance and Counseling: A Top Priority for Career Education. Speech delivered at the 21st. Annual Guidance Conference. Menomonie, Wisconsin: University of Wisconsin-Stout, February 17, 1972.

This speech emphasises that the career education thrust in American education simultaneously demands and promises a top priority for redirecting and expanding guidance, counseling, and placement. All people in education must be concerned because career development operates at every level and in every setting represented in career education.

COFFEE COUNTY BOARD OF EDUCATION
WORK-STUDY PROGRAM

STUDENT EMPLOYMENT APPLICATION

Date _____ Semester _____ Part-time _____ A.M. _____ P.M. _____

Name _____ Age _____ Male _____ Female _____

Address _____

Married _____ Single _____ Fresh. _____ Soph. _____ Race _____ Typing (WPM) _____

Area of Study _____

Hours Available to Work _____

Work Experience _____

Major _____ Advisor _____

References (Two instructors or former employers with address and phone):

Type of Employment Preferred: _____

Can Be Contacted (how and where? give phone numbers) _____

Signature of Parent or Guardian _____

Signature Of Principal _____

Signature of Placement Coordinator _____

COFFEE COUNTY BOARD OF EDUCATION
WORK-STUDY PROGRAM
STUDENT EMPLOYMENT APPLICATION
FOR SUMMER JOB

Date _____

Name _____ Age _____ Male _____ Female _____

Address _____ Phone _____

If no phone, how can you be contacted? _____

Married _____ Single _____ Grade Completed in School _____

Do You Plan to go to College? Yes _____ No _____ Summer _____ Fall _____

Area of Study _____

Work Experience _____

References (two instructors) & addresses _____

*Type of Employment Preferred _____

Signature of Parent or Guardian _____

Signature of Principal _____

Signature of Placement Coordinator _____

*Employment not guaranteed - recommendation only.

TEACHERS' REPORT OF CHRONIC ABSENTEES

School _____

Pupil's Name _____

Number of Days Absent _____

Age _____ Grade _____

Parent or Guardian's Name and Address _____

Note: A child should be considered chronic after five days of absenteeism unless it is an excused absence.

Teacher

COFFEE COUNTY BOARD OF EDUCATION
DIVISION OF CAREER EDUCATION
J. H. BAKER, SUPERINTENDENT OF EDUCATION

IDENTIFICATION DATA SHEET

CLASS ROLL	GRADE	AVERAGE	*CODES
Doe, John	9	B	A,D, could do excellent work
Smith, Mary	9	B	R

Teacher

School

*See attached sheet for Codes

BEHAVIORAL PROBLEMS

- A Lack of respect for school rules and regulations
 B Weak student-staff relationships
 C Poor relationships with fellow students
 D Easily influenced by peer pleasure
 E Other _____

LACK OF MOTIVATION FOR SCHOOL

- F Poor attendance
 G Tardiness
 H Cutting class
 I Other _____

FAMILY PROBLEMS

- J Family relationships
 K Economic problems
 L Other _____

ACADEMIC PROBLEMS

- M Lack of achievement
 N Limited ability

HEALTH PROBLEMS

- O Physical Handicap
 P General poor health
 Q Other _____
 R Little interest or involvement in extra-curricular activities

Parents and Friends:

An exciting new project sponsored by the Coffee County Board of Education needs your help, now. We are attempting to make the resources of our experience and careers available to the students of our school. When a class studies a certain subject, say, electronics, what could make it "come alive" for the students more than a demonstration by an electrician? The geography of Mexico might remain only pages from an assignment--unless a member of our community who has visited there comes with a few curios and a firsthand report. A demonstration of Karate--quilting--art--and study is transformed from book knowledge to real life.

It would involve your willingness to share an hour or two at the request of a teacher who would make arrangements in advance. Your response to the following questionnaire would be especially helpful in making this project a success. Please have your child return it to his or her teacher. If you need extra space to describe your career or experience, please use the back of the paper. Thank you.

J. H. Baker, Superintendent
Virgil Coleman, Placement Coordinator
Coffee County School System

Resource File Questionnaire

Name _____

Address _____ Phone _____

Name and description of your occupation or hobby _____

Would you be willing to come to the school as a resource person to explain the duties, responsibilities, and training necessary for your particular occupation or hobbies? Yes _____ No _____

Do you have slides, film presentations, or collections that you would be willing to share and discuss with the students? Yes _____ No _____

Experience:

Travel (where) _____

Art _____ Music _____ Crafts _____ Business _____ Hobbies _____

Other (please list specific areas of experience) _____

Would you be willing to assist your child's teacher with a field trip? YES _____ NO _____

Would your place of business be willing to accept class tours through the facilities?
YES _____ NO _____

Would you be willing to provide these services for other schools in the County?
YES _____ NO _____

CAREER AWARENESS
IN
NEW BROCKTON HIGH SCHOOL

The New Brockton High School rely on all the resources of the community and surrounding areas in conducting programs of educational value for the children of this school. The librarian has cooperated in making these resources accessible for all to use in order to supplement different subject areas. Our school library maintain a record of exhibits, speakers, free materials, demonstrations, and other resources. From time to time, a teacher may call for the resource included in the file. When a teacher uses a resource from the file she fills in a follow up card with evaluation, the materials used by the resource person and other required materia. This card is attached to the resource card.

Books on careers have been purchased or donated to the school for use by the teachers or students. Our library has the following books on career:

Health careers in Alabama- Health careers Council
Career opportunities- New York Life
Encyclopedia of careers and Vocaton guidance-Vol. I Hopke
(Planning your career)
Enclopedia of careers and Vocational guidance- Vol. II Hopke
(Careers and occupations)
Note: Two sets of the above Vol. I and Vol. II
Occupational outlook Handbook 1974-75 edition- USDL
Dictionary of occupational Titles Vol. I
(Definitions of the titles.)
Dictionary of Occupational Titles Vol. II
(Occupational classification)
So you want to be a lawyer- Nourse
The Naval Profession- Calvert
Successfully finding yourself and your job- Magoun
So you want to go into journalism- Ryan

The children in every school level enjoy the Career awareness program of funny books starring Popeye the Sailor which was placed in the library by our Placement Coodinator, Mr. V. Coleman.

Filmscrips have been purchased on careers:

Career Education in Alabama/with cassette and handbook
Career Education in Alabama(Career exploration) /with cassette and handbook
Career Education in Alabama(Entry level skill development) /with cassette

This material may be checked from the library by anyone who needs such material. The teachers have been asked to continue work on the compilation of a file.

We feel it will be a great loss to the school or community to discontinue in a comprehensive placement program.

New Brockton, Alabama
May 21, 1975

Mr. Virgil Coleman
Placement Coordinator
Coffee County Board of Education
Post Office Drawer D
Elba, Alabama 36323

Dear Mr. Coleman:

My experience as a special education teacher relative to career education, has been varied and beneficial in the learning environment.

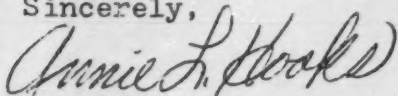
I am aware of the fact that choosing a career is one of the most important decisions a young person will ever make. This choice depends on an appraisal of his interests and abilities, as well as, on a knowledge of the economic factors that are likely to affect future employment opportunities.

Students have developed concepts in the following areas: awareness of oneself, awareness of others, awareness of the value of work and awareness of each person's contribution to society.

There is definitely a need for broadening the spectrum in career education so that more children and adults may be reached.

One of the greatest errors, in my opinion, would be to discontinue the latter discussed program. Thus, I would like to recommend that more direct or first-hand experiences be provided in order that educators can meet the growing needs of all children in the educational process.

Sincerely,



(Mrs.) Annie L. Hooks

Kinston High School

OFFICE OF THE PRINCIPAL

Kinston, Alabama 36453

Career Education :

The Career Education Program this year was very successful. All the teachers responded well to the program. They were enthusiastic about the benefits which can come through the utilizing of local resource people. Besides adding interest to the regular classes taught, the resource people coming in to our school help to establish better community - school relations. All resource people were delighted to share their work and their lives with our students.

Resource persons were invited to come at times the teacher felt their presentations would compliment the unit work being done.

Teachers stressed to the resource people that they should come just as they were on the job so that students might see how this work really is.

This year twenty-five (25) resource people came into our school bringing job information and a way of life for our students to take a look at.

Kinston High School

OFFICE OF THE PRINCIPAL

Kinston, Alabama 36453

Some classes set up visits to various businesses in the area. Tours were made through the operations to give first-hand information about the work involved.

Our students were introduced to the following areas of work and experiences:

1. Life in Germany (traveler)
2. Role of Cotton in America (economist)
3. nuclear reaction (scientist)
4. Mail Clerk
5. Fireman
6. Store operator
7. Law enforcement
8. Peanut inspector
9. Secret Service (Army)
10. County Historian
11. Chicken farm operator
12. Meat processing plant
13. Interior decorating
14. Barber
15. Cosmetologist
16. plaster Craft
17. Dairy farming

Kinston High School

OFFICE OF THE PRINCIPAL

Kinston, Alabama 36453

18. What is Career education?
19. Fashion Coordinator
20. New Hope Industries
21. College Opportunities (representatives)

Records have been kept on all resource people used this year. The files are available for each teacher to use. Most all the presentations given by the resource people received excellent ratings.

One important thing done in our school was the using of former students as resource people. Students listened real well to the people whom they knew ^{as} ~~were~~ students just a few years back.

Career education has helped our school program have more interest this year. It will continue to add to a student's effectiveness as a ^{future} citizen and his task in selecting a vocation.

Jack Burkett
Counselor

New Brockton High School

New Brockton, Alabama 36351

May 22, 1975

Mr. Virgil Coleman
Placement Coordinator
Coffee County Board of Education
Elba, Alabama 36323

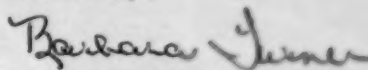
Dear Mr. Coleman:

It has been my observation that the program of Career Education has been most beneficial to our school. Considering the economic level of the area, this field of education is wide open to service for this community.

My career English class initiated an independent study the second semester of this year which concluded with a formal research paper and interviews from various levels of employment. The questions asked of the participants resulted from our study of trade magazines, in-service training, and relative use of English grammar.

We were able at intervals to invite certain guest speakers from various occupations to give both formal and informal talks to the class concerning their own interests in Career Education. These discussions were most informative and resulted in an optimistic outlook for students who had previously been disillusioned concerning certain careers.

Sincerely,



Barbara Turner
English Department

Route 1
Elba, Alabama 36323
May 22, 1975

Mr. Virgil Coleman, Placement Coordinator
Coffee County Board of Education
P. O. Drawer D
Elba, Alabama 36323

Dear Mr. Coleman:

I would like to express my appreciation to you for the wonderful work you have done in the schools of Coffee County by working so efficiently toward orienting the teachers and students on the importance of Career Education. Your efforts have made us realize that work values as a part of one's personal value system cannot be ignored at any level during the education years. Realizing the crucial importance of basic academic skills has motivated elementary and secondary school students to learn basic skills better.

It is my belief that all teachers agree that students should be told about jobs and job requirements during the study of every subject in every grade. The trade, business and professional people that you have made available to us as consultants and resource people has made teaching more meaningful and is helping the majority of our students to explore the possibilities that lie before them and some students are already making decisions on their career.

I have noticed that many of our junior high school students are now checking from the library career-oriented books such as "I Want To Be A Lawyer", "I Want To Be A Nurse", etc.. To me, this means that they are now beginning to think seriously about the future, their careers and the basic skills that they need in order to become what they want to be.

The work that you have done has made us realize that the most important kind of education comes when we as teachers make a sincere effort to infuse career education in the teaching-learning process and we fervently hope that you can continue to work for a better life for the young people who are now enrolled in the schools of Coffee County.

Sincerely,

Myra G. Smith

(Mrs.) Myra G. Smith
Teacher

May 27, 1975

Mr. Virgil Coleman
Placement Coordinator
Coffee County Board of Education
Elba, Alabama 36323

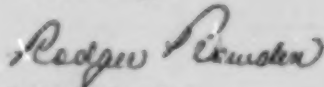
It has been a real pleasure working with our school system's teachers and students in the Comprehensive Placement Program coordinated by you from the central office.

The librarian and her student staff have been an asset to the program. They provided a centralized area for materials and equipment, and maintained an updated file on resource persons which was used in all grade levels in our school.

May I mention the fact that you have helped many children, men and women to get jobs in the community which were badly needed. I do know that you had good help to get this done, but your leadership must be acknowledged.

I hope to see the scope broader and a continuation of the program.

Sincerely,



Rodger Bowden
Counselor, New Brockton H.S.

New Brockton High School

New Brockton, Alabama 36351

May 22, 1975

Mr. Virgil Coleman, Placement Coordinator
Coffee County Board of Education
Office of the Superintendent
Elba, AL 36323

Dear Mr. Coleman:

In regard to the career education program at New Brockton High School, it is becoming a useful part of the curriculum.

Through making the resources of the community experience and careers available to the students of our school, they become more aware of the industrial offerings in their area.

The resource persons have willingly given of their time for tours, field trips, and class assistance. Through this program, the students should be able to more readily prepare themselves for training in the field of their choice.

Sincerely,

Louise Harler

Vernette H. Maddox

Louise Harler
Vernette H. Maddox

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New Brockton High School

New Brockton, Alabama 36351

May 20, 1975

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Mr. Virgil Coleman
Placement Coordinator
Coffee County Board of Education
Elba, AL 36323

Dear Mr Coleman:

In our open, third grade class, we have tried to utilize the career education program as much as possible. It is our belief, if a child is exposed to many different vocational and occupational jobs while in elementary school, he will be able to select and prepare himself for his life-time job with a more mature attitude and a more secure decision.

We have involved career education in our classroom by discussing different jobs related to our social studies and science program. Some of the careers discussed were: fishermen, fruit farmers, river boat pilots, coal miners, dairy farmers, engineers, cattle farmers, ranch workers, river safety patrol, timber jacks, loggers, air port managers, air plane pilots, dentists, doctors, nurses, and veterinarians. We learned about the work of each of these jobs and discussed the good and bad points of each. Resource people are especially helpful in this area of education.

We would, in the future, like to have more material, such as; films and books about some of these jobs to show the class. We enjoy and feel that this is a worthwhile program for our youth of today to help prepare them as productive citizens for tomorrow.

Sincerely,

Gail Weekly
Barbara Vaughan
Gail Weekly
Barbara Vaughan

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New Brockton High School
New Brockton, Alabama
May 22, 1975

Mr. Virgil Coleman
Placement Coordinator
Coffee County Board of Education
Elba, Alabama 36323

Dear Mr. Coleman:

The purpose of this letter is to let you know that I think your program is important to the students enrolled in the Coffee County School System. Career Education is an important aspect of the educational program of a student.

This year, especially, I have found that Career Education is being stressed even among elementary students. Several of our fifth-grade Weekly Readers have been devoted to Career Education.

Sincerely,

Jo Anne Jones
(Mrs.) Jo Anne Jones
Fifth-grade Teacher

Career Education

The materials concerning Career Education at Zion Chapel High School are centralized in the library. There is a section of books containing the Dictionary of Occupational Titles, the Occupational Outlook Handbook, Occupations and Careers, and many others. Also found in the library in the Vertical File is a folder containing reference pamphlets, articles, and publications relating to careers. There is a card file in the library listing information on community and career resource personnel. Many magazines to which the library subscribes carries monthly articles on careers. Daily newspapers also supply pertinent information. Several filmstrips giving career information are also available.

There has been wide use made of all the career education materials in the library by students and teachers. I feel this program has been very valuable in that it offers youth many chances to become familiar with the varied careers available from which they will have to choose in their future. I hope to see a growth and continuance of this program.

Sylvia T. Lowery

Sylvia T. Lowery
Librarian, Zion Chapel High School

TO WHOM IT MAY CONCERN:

SUBJECT: CAREER EDUCATION

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Education's basic goal is to meet the needs of the students and in order for this goal to be reached, there must be within the school a career education program. Students should be provided with adequate preparation to live satisfying and productive lives in today's and tomorrow's complex worlds. While learning the basic subject matters in school, students can be helped, through career education, to learn about themselves and career opportunities. They can be taught about the changing world and helped to develop their own personal strategies for facing it.

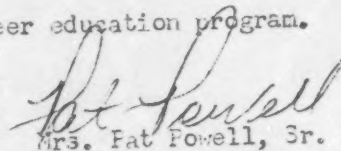
Teachers play an important role in the career education program. Their curriculum is designed to provide opportunities for students to have decision-making experiences related to educational and vocational planning. They provide career exploratory experiences to help students gain an understanding of worker characteristics and work requirements. Students can gain first hand experience and information through resource people and through chosen field trips to areas of interest.

Although a rural school, Zion Chapel High School is fortunate in job opportunities. Job availabilities fall in the categories of farming, hospital staffing, textile employment, different phases of manufacturing, (ex. trailers, garments, fork lifts, tents, sawmill equipment, cement products, etc.) clerks for various business included in a town, aids for Medical Doctors and Vets, mechanics and

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repairmen, sales people, insurance employees, bank employees, maintenance jobs with the State, County and City, and numerous others. These jobs are made available through the businesses located in Elie, which is the nearest city to the school.

Being a senior sponsor and working with high school students, I know, without a doubt, that the career education program of Coffee County has certainly been a strong instrument used in helping Zion Chapel students graduate from high school. Without this program, some students would have received attendance certificates instead of diplomas. I personally cannot give enough praise for this fine program and promise my continued support for it in the future. It must be clearly understood that no educational system can be fully effective without a well-developed career education program.



Mrs. Pat Powell, Sr. Sponsor

Zion Chapel High School

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Vocational Education as Applied to English

The objective of Career English is to allow the student to explore career interest through career related literature and to prepare the student for various careers by stressing the necessary English skills for efficiency. Finally, Career English prepares the student for further education in a trade school or to enter a career without further vocational training.

Areas covered in a vocational oriented English class are: the importance of self-analysis before choosing a vocation; personality analysis as well as aptitude tests and preference analysis; job analysis - a study of various occupations; vocational training - resource persons (private and industrial); trade schools, colleges, and universities.

Career English also covers traditional material such as the paragraph, letter writing, the interview, application forms, fair play in business (rules governing the business world), explaining, persuasion, the telephone and telegraph, banking forms, good manners, the newspaper and magazine, radio and television, vocabulary and the dictionary, and the mechanics of grammar.

Career English is valid. Students have felt the joy of success and satisfaction, and a higher regard of them-

selves as an individual. They can master the material and the age old question, "Why study this", is seldom heard. As far as this teacher is concerned, Career English is offering the student something he can use, something of value to him, and it is a student-centered course. Who is education for? The teacher or student?

Evelyn A. Sanders

VOCATIONAL EDUCATION

This field was set up in high schools to help the education goals of students. If students can work while going to school their chance of finishing school is greater. Not only does the student have a better chance to finish his education but his chance at meeting and living a full life is greater. To learn to cope with the outside world is an important accomplishment and through vocational education this can be possible.

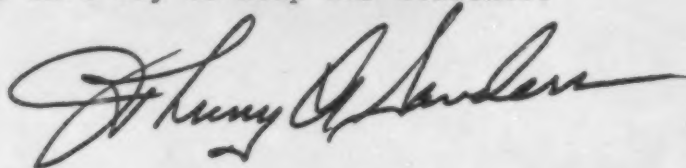
Having career education gives the student a chance to learn how to do the things once he has made the step in to the business or working world, so he will be able to make decisions in a situation similar to those he will encounter once he has made the step. The experience is valuable to the student to gain knowledge and understanding of what will take place later on. Career education is probably one of the most important aspects of our educational level.

We have many areas of opportunity in our area from farming to the white collar job in the business world. The student has the choice for which he is best suited.

In our program of career education, we have many people who make visits to our high school to enlighten our students about their business or the opportunities available to them in their world. This helps the students to see what the outside working world is really like and which opportunity they

may seek.

Career education is a vital part of our education system. When you have people who are willing to work with and for the students the way our front office does, the program will continue to grow and improve in a way to help our students.

A handwritten signature in cursive script, appearing to read "Henry A. Sanders". The signature is written in dark ink and is positioned to the right of the main text block.

New Brockton High School

New Brockton, Alabama 36351

May 22, 1975

Mr. Virgil Coleman
Placement Coordinator
Coffee County Board of Education
Alba, Alabama 36323

Dear Mr. Coleman:

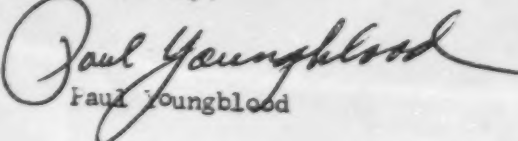
The vocational program concept that has been introduced in the Coffee County Schools (Career Education) has been a helpful tool with my special education classes.

We have been able to point to you for reference on jobs and vocational training requirements.

Students from my classes are now holding jobs under this program.

This is the type of resource fulness that is needed in meeting the community responsibilities. It is very much needed in the future in the schools of our county.

Sincerely,


Paul Youngblood

PAGE 64 CONTAINING A PERSONAL LETTER
CONCERNING A STUDENT WAS REMOVED FROM THIS DOCUMENT
PRIOR TO ITS BEING SUBMITTED TO THE
ERIC DOCUMENT REPRODUCTION SERVICE.

New Brockton High School

New Brockton, Alabama 36351

May 23, 1975

To Whom It May Concern:

Career education is an integral part of all vocational education. The two are so closely related that they are almost inseparable. Vocational training is training for a career.

Home Economics classes assist in preparing people for probably one of the most important careers in life - homemaking. It is erroneous to think that people are born with innate homemaking skills. They do not naturally know how to take care of children; plan, prepare, and serve nutritious, appetizing meals; manage their money wisely; make adjustments in personal relationships; select, construct, or repair clothing correctly; and manage their homes properly. Skills in these and other related areas can contribute to establishing happy, healthy family lives.

Today this role of homemaker has been extended to the dual role of homemaking and working outside the home. Selecting a second career should involve many considerations, so that the two can be successfully correlated.

In Home Economics classes we try to stress careers that may be available in the unit as it is studied. This helps make these units more meaningful. However, special units are often taught.

The Family Living class this past year became involved in an extended unit on career education. During the unit we distinguished between the terms job, occupation, and careers. We stressed developing wholesome attitudes toward all types of careers. Other topics explored included: filling out applications; writing a personal resume; the personal interview; dressing appropriately for the interview and for work; correspondence relevant to applying for a job; using the business telephone; using reference materials about careers, especially the Dictionary of Occupational Titles; exploring areas of special interest; requirements and responsibilities of all careers in general; and preparing for a chosen career.

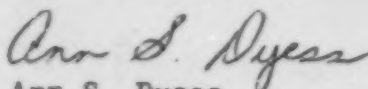
New Brockton High School

New Brockton, Alabama 36351

Many resource people were invited to speak to the class to make students aware of their careers. Some of these were: a student nurse, a speech therapist, a soil conservationist, and others. In addition, we used the filmstrips "Careers in Alabama" and the series "Going to College." The students especially enjoyed a field trip to a local technical college.

We found from our experience that students are very much interested in getting assistance in selecting careers. However, we need more resource materials on many careers. Another need is some type of interest or aptitude test which could be administered and interpreted to the students. With needed materials much can be done in high school to help prepare people to earn a living and have a successful and satisfying life.

Sincerely yours,



Ann S. Dyess
Home Economics Teacher

Bx 54 2

Enterprise, Alabama

June 10, 1975

Rev. V. Coleman-

Coffee Co. Board of Ed.

Drawer D

Elba, Alabama 36323

Dear Rev. Coleman:

The information that you gave us concerning a (J. E. W. Student Loans for attending college has resulted in the help that we, so very much, needed to help finance Alice's ~~studies~~ studies at the U. of Miami, Florida. We do appreciate your kindness, help and recommendations that made this possible. Thank you so very much.

Yours truly,
Miss Alice C. Kinney
Mrs. Charlie Kinney

PAGE 69 CONTAINING A COMPLETED STUDENT
EVALUATION SHEET WAS REMOVED FROM THIS DOCUMENT
PRIOR TO ITS BEING SUBMITTED TO THE
ERIC DOCUMENT REPRODUCTION SERVICE.